



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11461375
SAU: Saco School Department
School: C K Burns School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 5

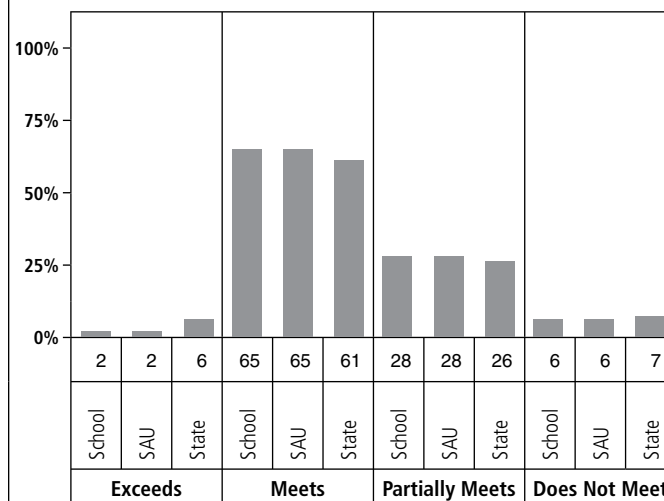
SAU: Saco School Department

School: C K Burns School

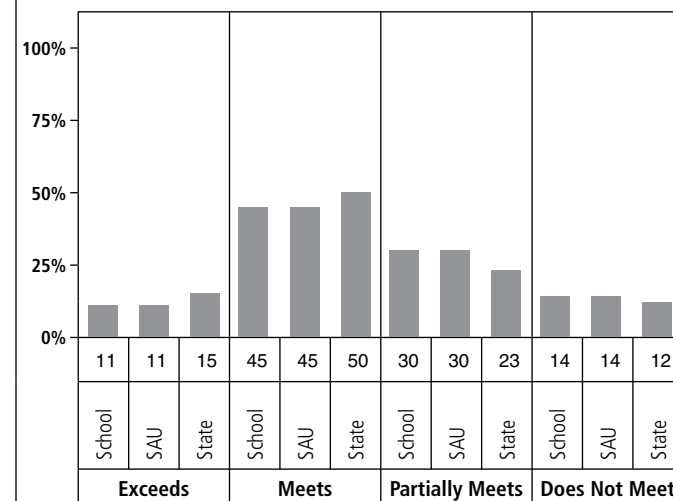
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	545	544	544
2007–2008	545	545	545
2008–2009	545	545	546
Cum. Avg.*	545	545	545
Mathematics			
2006–2007	545	545	546
2007–2008	545	545	546
2008–2009	544	544	547
Cum. Avg.*	545	545	546
Science			
2008–2009 **	541	541	543

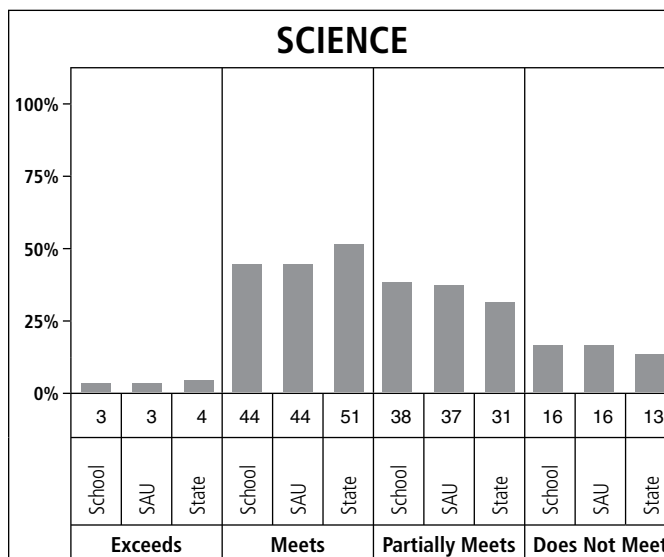
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Saco School Department
School: C K Burns School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	199	100	200	100	14212	100	199	100	200	100	14135	100	199	100	200	100	14144	100	199	100	200	100	14137	100
Ethnicity African American/Black	4	2	4	2	397	3	4	100	4	100	388	98	4	100	4	100	393	99	4	100	4	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	2	1	2	1	259	2	2	100	2	100	253	98	2	100	2	100	258	100	2	100	2	100	257	99
Hispanic	2	1	2	1	175	1	2	100	2	100	172	99	2	100	2	100	172	99	2	100	2	100	173	99
Caucasian/White	191	96	192	96	13271	93	191	100	192	100	13212	100	191	100	192	100	13211	100	191	100	192	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	31	16	32	16	2479	17	31	100	32	100	2454	100	31	100	32	100	2455	100	31	100	32	100	2451	99
Current LEP	2	1	2	1	374	3	2	100	2	100	359	96	2	100	2	100	370	99	2	100	2	100	366	98
Economically disadvantaged	58	29	58	29	5848	41	58	100	58	100	5815	100	58	100	58	100	5819	100	58	100	58	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	152	76	152	76	10849	76	155	78	155	78	10872	76	152	76	152	76	10976	77
Identified disability (PET/IEP)	3	2	3	2	298	3	2	1	2	1	307	3	3	2	3	2	338	3
LEP	1	1	1	1	170	2	1	1	1	1	169	2	1	1	1	1	177	2
504 plan	1	1	1	1	123	1	1	1	1	1	121	1	1	1	1	1	126	1
Participation with accommodations	43	22	44	22	3122	22	42	21	43	22	3124	22	45	23	46	23	3019	21
Identified disability (PET/IEP)	24	56	25	57	1992	64	27	64	28	65	2000	64	26	58	27	59	1971	65
LEP	1	2	1	2	184	6	1	2	1	2	196	6	1	2	1	2	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	18	42	18	41	907	29	14	33	14	33	886	28	18	40	18	39	826	27
Participation through alternate assessment (PAAP)	4	2	4	2	164	1	2	1	2	1	148	1	2	1	2	1	142	1
Identified disability (PET/IEP)	4	100	4	100	164	100	2	100	2	100	148	100	2	100	2	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	5	3	5	3	702	5
	2007-2008	10	5	10	5	659	5
	2008-2009	3	2	3	2	836	6
	Cum. Total*	18	3	18	3	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	110	58	111	58	7730	55
	2007-2008	125	62	124	62	8195	58
	2008-2009	127	65	128	65	8495	61
	Cum. Total*	362	62	363	62	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	60	32	60	31	4182	30
	2007-2008	54	27	54	27	3800	27
	2008-2009	54	28	54	28	3667	26
	Cum. Total*	168	29	168	29	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	14	7	15	8	1419	10
	2007-2008	12	6	12	6	1362	10
	2008-2009	11	6	11	6	973	7
	Cum. Total*	37	6	38	6	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.6	63.8	30.6	63.8	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.9	62.1	14.9	62.1	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.7	65.4	15.7	65.4	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Saco School Department
 School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	195	3	2	127	65	54	28	11	6	545	196	2	65	28	6	545	13971	6	61	26	7	546
Ethnicity																						
African American/Black	4										4						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	2										2						252	11	58	21	11	547
Hispanic	2										2						166	4	54	32	10	543
Caucasian/White	187	3	2	120	64	54	29	10	5	545	188	2	64	29	5	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	7	26	15	56	5	19	538	28	0	29	54	18	538	2290	0	29	47	23	537
No	168	3	2	120	71	39	23	6	4	546	168	2	71	23	4	546	11681	7	67	22	4	548
Current LEP																						
Yes	2										2						354	1	35	34	30	538
No	193	3	2	126	65	53	27	11	6	545	194	2	65	27	6	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	56	0	0	30	54	18	32	8	14	542	56	0	54	32	14	542	5716	2	51	35	12	542
No	139	3	2	97	70	36	26	3	2	547	140	2	70	26	2	547	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	195	3	2	127	65	54	28	11	6	545	196	2	65	28	6	545	13963	6	61	26	7	546
Gender																						
Female	92	1	1	65	71	24	26	2	2	546	92	1	71	26	2	546	6882	8	62	24	6	547
Male	103	2	2	62	60	30	29	9	9	545	104	2	61	29	9	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	3	27	5	45	3	27	538	11	0	27	45	27	538	1914	1	41	44	14	540
No	184	3	2	124	67	49	27	8	4	546	185	2	68	26	4	546	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	195	3	2	127	65	54	28	11	6	545	196	2	65	28	6	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Saco School Department

School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	1 72 26 1	0 2 1 0	0 1 2 0	0 96 31 0	0 68 61 0	0 35 18 1	0 25 35 50	1 8 1 1	100 6 2 50	522 546 545 535	1 72 26 1	0 1 2 0	0 68 61 0	0 25 35 50	100 6 2 50	522 546 545 535	4 70 24 2	2 6 7 4	40 63 61 42	34 26 26 33	24 6 6 21	540 546 546 541
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	49 38 12 1	3 0 0 0	3 0 0 0	67 51 8 1	70 68 35 100	22 23 9 0	23 31 39 0	4 1 6 0	4 1 26 0	547 545 538 548	49 38 12 1	3 0 0 0	70 68 35 100	23 31 39 0	4 1 26 0	547 545 538 548	36 47 15 2	10 5 2 0	67 62 47 30	18 27 40 46	5 6 12 24	549 546 541 537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	24 62 12 2	2 1 0 0	4 1 0 0	32 84 9 2	70 69 38 50	11 29 12 2	24 24 50 50	1 7 3 0	2 6 13 0	546 546 541 545	23 62 12 2	4 1 0 0	70 70 38 50	24 24 50 50	2 6 13 0	546 546 541 545	31 55 10 3	9 5 3 1	65 63 45 31	20 27 38 41	5 5 14 27	548 546 542 537
How difficult was the reading part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	16 62 22	0 3 0	0 2 0	15 79 33	48 65 77	9 37 8	29 31 19	7 2 2	23 2 5	541 546 546	16 62 22	0 2 0	50 65 77	28 31 19	22 2 5	541 546 546	16 64 20	3 7 5	49 63 62	32 25 26	15 5 7	542 547 546
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	7 54 39	0 0 3	0 0 4	2 63 61	14 61 80	9 33 12	64 32 16	3 8 0	21 8 0	535 544 549	7 54 39	0 0 4	14 61 80	64 31 16	21 8 0	535 544 549	10 52 38	1 4 10	33 61 68	42 29 18	24 6 4	538 545 549
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	15 70 10 5	1 2 0 0	3 1 0 0	20 95 8 4	69 69 42 40	6 36 8 4	21 26 42 40	2 4 3 2	7 3 16 20	546 546 542 538	15 70 10 5	3 1 0 0	69 70 42 40	21 26 42 40	7 3 16 20	546 546 542 538	20 56 10 14	10 7 3 1	64 65 52 46	21 24 33 38	5 5 12 14	548 547 543 541
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	24 21 55	0 1 2	0 2 2	24 23 77	52 56 73	17 15 22	37 37 21	5 2 4	11 5 4	542 544 547	24 22 54	0 2 2	52 57 73	37 36 21	11 5 4	542 544 547	25 26 49	3 6 8	53 61 65	33 26 23	11 7 5	543 546 547
Optional school/SAU question A. B. C. D.	75 0 25 0	0 0	0 0	1 0	33 0	2 1	67 100	0 0	0 0	541 538	75 0 25 0	0 0	33 0	67 100	0 0	541 538						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	17	9	17	9	1711	12
	2007-2008	21	10	21	11	1617	12
	2008-2009	21	11	21	11	2119	15
	Cum. Total*	59	10	59	10	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	94	50	94	49	6778	48
	2007-2008	101	50	100	50	7284	52
	2008-2009	88	45	89	45	7046	50
	Cum. Total*	283	48	283	48	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	56	30	57	30	3884	28
	2007-2008	48	24	48	24	3341	24
	2008-2009	60	30	60	30	3193	23
	Cum. Total*	164	28	165	28	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	22	12	23	12	1683	12
	2007-2008	31	15	31	16	1778	13
	2008-2009	28	14	28	14	1638	12
	Cum. Total*	81	14	82	14	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	23.8	49.6	23.8	49.6	25.5	53.1
A. Number	18	38	9.2	51.1	9.2	51.1	9.8	54.4
B. Data	10	21	4.8	48.0	4.8	48.0	5.2	52.0
C. Geometry	10	21	4.5	45.0	4.5	45.0	4.7	47.0
D. Algebra	10	21	5.3	53.0	5.3	53.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: Saco School Department

School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	197	21	11	88	45	60	30	28	14	544	198	11	45	30	14	544	13996	15	50	23	12	547
Ethnicity																						
African American/Black	4										4						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	2										2						257	19	50	20	12	548
Hispanic	2										2						166	9	43	31	17	543
Caucasian/White	189	21	11	84	44	57	30	27	14	544	190	11	45	30	14	544	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	29	1	3	3	10	14	48	11	38	533	30	3	13	47	37	533	2307	3	32	32	33	536
No	168	20	12	85	51	46	27	17	10	546	168	12	51	27	10	546	11689	17	54	21	8	549
Current LEP																						
Yes	2										2						365	5	33	30	32	536
No	195	21	11	87	45	60	31	27	14	544	196	11	45	31	14	544	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	57	0	0	21	37	21	37	15	26	538	57	0	37	37	26	538	5731	7	46	29	18	542
No	140	21	15	67	48	39	28	13	9	547	141	15	48	28	9	547	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	197	21	11	88	45	60	30	28	14	544	198	11	45	30	14	544	13988	15	50	23	12	547
Gender																						
Female	93	7	8	44	47	28	30	14	15	543	93	8	47	30	15	543	6889	14	51	23	12	546
Male	104	14	13	44	42	32	31	14	13	545	105	13	43	30	13	545	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	4	36	3	27	4	36	535	11	0	36	27	36	535	1918	3	39	36	22	539
No	186	21	11	84	45	57	31	24	13	545	187	11	45	30	13	545	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	197	21	11	88	45	60	30	28	14	544	198	11	45	30	14	544	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Saco School Department

School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	524	1	0	0	0	100	524	4	8	38	26	28	539
B. less than one hour	73	16	11	64	45	42	29	21	15	545	73	11	45	29	15	545	70	15	52	23	10	547
C. one to two hours	26	5	10	24	47	18	35	4	8	544	26	10	47	35	8	544	24	15	51	23	11	547
D. more than two hours	1	0	0	0	0	0	0	2	100	522	1	0	0	0	100	522	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	15	20	38	51	15	20	6	8	550	38	20	52	20	8	550	34	28	50	14	8	552
B. good	41	6	7	35	43	31	38	9	11	543	41	7	43	38	11	543	45	11	54	24	10	546
C. fair	19	0	0	15	41	11	30	11	30	537	19	0	41	30	30	537	18	3	45	33	19	540
D. poor	3	0	0	0	0	3	60	2	40	531	3	0	0	60	40	531	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	25	9	18	25	51	10	20	5	10	549	25	18	51	20	10	549	38	22	52	19	7	550
B. They match some of what I have learned.	59	11	9	54	47	38	33	13	11	544	59	9	47	32	11	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	13	1	4	7	28	10	40	7	28	538	13	4	28	40	28	538	11	6	40	30	24	540
D. There is no match.	3	0	0	2	33	1	17	3	50	532	3	0	33	17	50	532	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	24	2	4	18	38	18	38	9	19	540	24	4	38	38	19	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	68	16	12	60	45	39	29	18	14	545	68	12	46	29	13	545	64	15	53	23	10	547
C. easier than my regular schoolwork	8	3	19	9	56	3	19	1	6	548	8	19	56	19	6	548	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	1	9	4	36	4	36	2	18	541	6	9	36	36	18	541	7	6	39	27	27	539
B. 30–45 minutes	19	0	0	14	37	17	45	7	18	538	19	0	37	45	18	538	28	9	49	28	15	544
C. 45–60 minutes	21	1	2	15	37	12	29	13	32	537	21	2	38	29	31	538	41	17	53	21	9	548
D. more than 60 minutes	54	19	18	54	51	27	25	6	6	549	54	18	51	25	6	549	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	1	25	2	50	1	25	535	2	0	25	50	25	535	6	14	43	24	20	543
B. two or three days a week	8	1	6	6	38	4	25	5	31	538	8	6	38	25	31	538	24	17	52	21	10	548
C. two or three times each month	30	11	18	26	43	15	25	8	13	547	30	18	43	25	13	547	33	17	52	21	9	548
D. never or almost never	59	9	8	55	47	39	33	14	12	544	60	8	47	33	12	544	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	27	7	13	17	33	18	35	10	19	543	26	13	33	35	19	543	23	13	47	26	15	545
B. two or three days a week	36	12	17	37	53	15	21	6	9	548	36	17	54	21	8	548	31	17	52	21	10	548
C. two or three times each month	23	2	4	21	47	14	31	8	18	542	23	4	47	31	18	542	27	17	52	21	10	548
D. never or almost never	15	0	0	13	45	12	41	4	14	540	15	0	45	41	14	540	20	12	50	24	14	545
Optional school/SAU question																						
A.	75	0	0	1	33	2	67	0	0	537	75	0	33	67	0	537						
B.	0										0											
C.	25	0	0	0	0	0	0	1	100	508	25	0	0	0	100	508						
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	5	3	5	3	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	87	44	87	44	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	74	38	74	37	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	31	16	32	16	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	27.9	58.1	27.8	57.9	29.2	60.8
D. The Physical Setting	24	50	12.5	52.1	12.5	52.1	12.9	53.8
E. The Living Environment	24	50	15.4	64.2	15.3	63.8	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Saco School Department
 School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	197	5	3	87	44	74	38	31	16	541	198	3	44	37	16	541	13995	4	51	31	13	543
Ethnicity																						
African American/Black	4										4						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	2										2						256	5	51	27	17	542
Hispanic	2										2						167	1	40	37	22	539
Caucasian/White	189	5	3	83	44	72	38	29	15	541	190	3	44	38	16	541	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	29	1	3	2	7	12	41	14	48	532	30	3	7	40	50	531	2309	2	29	39	29	536
No	168	4	2	85	51	62	37	17	10	543	168	2	51	37	10	543	11686	5	56	30	10	545
Current LEP																						
Yes	2										2						361	1	23	32	44	533
No	195	5	3	86	44	73	37	31	16	541	196	3	44	37	16	541	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	57	0	0	20	35	23	40	14	25	537	57	0	35	40	25	537	5729	2	42	37	20	539
No	140	5	4	67	48	51	36	17	12	543	141	4	48	36	13	543	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	197	5	3	87	44	74	38	31	16	541	198	3	44	37	16	541	13987	4	51	31	13	543
Gender																						
Female	93	1	1	41	44	38	41	13	14	540	93	1	44	41	14	540	6886	4	49	33	14	542
Male	104	4	4	46	44	36	35	18	17	542	105	4	44	34	18	542	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	4	36	5	45	2	18	538	11	0	36	45	18	538	1917	1	31	41	28	536
No	186	5	3	83	45	69	37	29	16	541	187	3	44	37	16	541	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	197	5	3	87	44	74	38	31	16	541	198	3	44	37	16	541	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Saco School Department

School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	1 73 26 1	0 4 1 0	0 3 2 0	0 66 20 1	0 46 39 50	0 56 18 0	0 39 35 0	1 17 12 1	100 12 24 50	518 542 539 531	1 73 26 1	0 3 2 0	0 46 39 50	0 3 35 0	100 13 24 50	518 542 539 531	4 70 24 2	2 4 5 4	37 53 51 39	35 31 31 31	25 12 12 26	538 544 544 539
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	24 56 17 3	0 5 0 0	0 5 0 0	24 50 12 1	50 45 35 20	15 38 19 2	31 35 56 40	9 17 3 2	19 15 9 40	542 542 539 532	24 56 17 3	0 5 0 0	50 45 35 20	31 34 56 40	19 16 9 40	542 542 539 532	26 53 18 3	7 4 2 1	56 53 41 33	26 31 39 36	11 11 17 30	545 544 540 536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	11 51 29 9	0 3 1 1	0 3 2 6	9 47 24 7	41 47 42 41	9 35 24 6	41 35 42 35	4 16 8 3	18 16 14 18	539 542 540 542	11 52 29 9	0 3 2 6	41 46 42 41	41 34 42 35	18 17 14 18	539 542 540 542	23 48 23 6	5 5 4 3	56 52 49 40	28 31 33 34	11 12 14 23	544 544 543 539
How difficult was the science part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	30 57 12	1 4 0	2 4 0	30 46 10	51 41 42	21 43 9	36 39 38	7 18 5	12 16 21	542 541 538	30 57 12	2 4 0	51 41 42	36 38 38	12 17 21	542 541 538	23 58 19	5 4 6	48 52 53	31 32 29	16 12 11	543 543 544
How often do you have science classes? A. every day B. a few times a week C. once a week D. a few times a month	22 66 3 9	1 3 0 1	2 2 0 6	20 58 0 9	45 45 0 53	15 50 3 5	34 38 60 29	8 19 2 2	18 15 40 12	542 541 530 543	22 66 3 9	2 2 0 6	45 45 0 53	34 38 50 29	18 15 50 12	542 541 527 543	33 45 8 15	5 4 4 4	51 52 50 52	31 32 30 30	14 11 16 14	543 544 542 543
Which statement best describes how you learn science? A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments. B. I work in groups to design and conduct experiments. C. I do a combination of A and B, mostly A. D. I do a combination of A and B, mostly B.	16 48 16 20	1 3 1 0	3 3 3 0	7 45 13 22	23 47 41 56	18 32 14 10	58 34 44 26	5 15 4 7	16 16 13 18	538 542 542 542	16 48 17 20	3 3 3 0	23 47 39 56	58 34 42 26	16 16 15 18	538 542 542 542	30 23 27 21	3 2 6 6	48 43 58 58	35 37 26 27	14 18 9 10	542 540 546 545
How often do you make observations and collect data in science class? A. a few times a week B. a few times a month C. once a month D. never or almost never	68 19 7 7	5 0 0 0	4 0 0 0	57 19 4 7	43 51 31 50	48 13 7 6	36 35 54 43	23 5 2 1	17 14 15 7	541 543 537 541	67 19 7 7	4 0 0 0	43 50 31 50	36 34 54 43	17 16 15 7	541 542 537 541	47 27 10 15	4 5 5 3	51 54 49 48	32 30 30 32	12 11 15 16	543 544 543 542
How often do you use observations and data to support your idea about science? A. a few times a week B. a few times a month C. once a month D. never or almost never	62 21 7 11	5 0 0 0	4 0 0 0	52 22 3 9	43 54 23 43	45 12 6 10	38 29 46 48	18 7 4 2	15 17 31 10	542 542 533 539	61 21 7 11	4 0 0 0	43 52 23 43	38 29 46 48	15 19 31 10	542 541 533 539	46 28 11 15	4 5 4 4	52 53 47 50	32 30 34 30	12 12 15 16	543 544 542 542
Optional school/SAU question A. B. C. D.	75 0 25 0	0 0 0	0 0 0	0 0 0	0 0 0	1 1 1	33 100 	2 0 0	67 0 0	527 532 	75 0 25 0	0 0 0	0 0 100	33 0 0	67 0 0	527 532 	 	 	 	 	 	

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number